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ABSTRACT

This document is a learning module in interpersonal perception, designed to teach undergraduate and post-graduate students how to more effectively teach disabled or exceptional students. The feelings and behaviors of both teacher and child interact and affect each other to produce a positive or negative learning environment. Some of the feelings and attitudes that underlie this interaction can be identified, described, and put to positive use in the classroom. The terminal objective of this module is to be able to use one's awareness of self and other to effectively teach academic skills to disabled or exceptional children. The module consists of three element/activities with post-assessments for each. Accompanying the document is a short paper by the author suggesting refinements to the module which have been indicated by field test data. Answer key is published separately. (MB)

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TOWARD COMPETENCE

INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

COMPETENCY BASED TEACHER EDUCATION PROJECT
THE CITY UNIVERSITY OF NEW YORK
315 PARK AVENUE SOUTH
NEW YORK , N.Y. 10010

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SP 010 506

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INTERPERSONAL PERCEPTION

LILYAN RUDERMAN

LEHMAN COLLEGE

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WHAT IS COMPETENCY-BASED TEACHER EDUCATION?

The set of materials you are about to begin using represents a new direction in teacher education. Called competency-based teacher education, this approach to training teachers emphasizes the teacher's performance--what he or she is actually able to do as the result of acquiring certain knowledge or skills.

Performance in a specific area is referred to as a competency. Thus, what we expect the teacher to be like after completing his education can be described in terms of the competencies he should have. The emphasis is on doing rather than on knowing, though performance is frequently the result of knowledge.

This shift in emphasis from knowing to doing accounts, to a great extent, for the differences you will notice in the format and content of these materials. To begin with, the set of materials itself is called a module because it is thought of as one part of an entire system of instruction. The focus has been narrowed to one competency or to a small group of closely related competencies. The ultimate aim of the module is expressed as a terminal objective, a statement describing what you, the teacher, should be able to do as a result of successfully completing this module.

Your final performance, however, can usually be broken down into a series of smaller, more specific objectives. As you achieve each of these, you are taking a step toward fulfilling the ultimate goal of the module. Each intermediate objective is the focus of a group of activities designed to enable you to reach that objective.

Together, the activities that make up each element, or part, of the module enable you to achieve the terminal objective.

There are several kinds of objectives, depending on what kind of performance is being demanded of you. For example, in a cognitive-based objective, the emphasis is on what you know. But since these are behavioral objectives, what you know can only be determined overtly. An objective can only be stated in terms of your behavior--what you can do. You might, for instance, be asked to demonstrate your knowledge of a subject by performing certain tasks, such as correctly completing arithmetic problems or matching words and definitions. In addition to cognitive-based objectives, there are performance-based objectives, where the criterion is your actual skill in carrying out a task; consequence-based objectives, for which your success in teaching something to someone else is measured; and exploratory objectives, which are open-ended, inviting you to investigate certain questions in an unstructured way.

Along with the assumption that the competencies, or behaviors, that make for successful teaching can be identified goes the assumption that these competencies can be assessed in some way. In fact, the statement of objectives and the development of assessment procedures form the main thrust of competency-based teacher education. The module, and the activities it contains or prescribes, is just a way of implementing the objectives.

But the module does have certain advantages as an instructional tool. For one thing, it enables you to work on your own and at your own pace. The activities are usually varied so that you can

select those which are best suited to your learning style. And the module enables you to cover certain subject areas with maximum efficiency; since if you pass the pre-assessment for a given objective, you are exempted from the module implementing that objective. What matters is not the amount of classroom time you put in on a subject but your ability to demonstrate certain competencies, or behaviors.

OVERVIEW

This module is the result of the author's work on the Special Education Committee of the Competency-Based Teacher Education Project (CBTEP) of the City University of New York. Although it is specific to the training of teachers of children designated in some way as needing Special Education, it is addressed to the teacher o all children, since every child is in certain aspects like all other children, like some other children, like no other child.

And so is every teacher.

One of the underlying assumptions of this module is that the feelings and behaviors of the child and the feelings and behaviors of the teacher interact and affect each other to produce a negative or a positive learning environment. The way that the teacher perceives the learner and the way that the learner perceives the teacher has a direct effect on the feeling of achievement and the demonstration of achievement by both teacher and learner. To put it simply, the teacher's feelings and behaviors can help create an atmosphere that enables the student to learn. The learner then feels competent because of his achievement--and the teacher, in turn, feels both effective and competent.

The obverse is, unfortunately, also true. A negative atmosphere produces negative results. Teacher and learner feel ineffectual and incompetent.

This two-way street is the result of a process we call interpersonal perception--the title and the focus of this module.

An additional assumption that underlies this module is that some of the components of the interpersonal perception process--namely, the feelings and attitudes that underlie the interaction--can be identified, described, and put to positive use in the classroom.

The Concept of Interpersonal Perception

Interpersonal perception is a dynamic process that involves interaction between two or more people. Because it is dynamic, it is difficult to define. We cannot easily point to a place where one element begins and another ends. To help you understand the concept, we have chosen to separate the elements and define them sequentially--step by step. This we can do so long as you keep in mind that in the process itself the "steps" are not so clearly defined.

The following is a description of the elements we are using to define interpersonal perception:

1. Comprehension--you perceive all the parts of the situation--you know what is going on; you can define and describe these parts.
2. Identification--you share one or more of the feelings of the other person in the situation, but you are not conscious of this; you may express this by saying, "I feel terrible about James' hurting himself."

3. Attitude--you have a certain set of feelings about the other person in the situation. This set of feelings can be sympathetic, unsympathetic, or antipathetic. If they are sympathetic, you will feel sorry if something bad is happening to that person (and happy if something good is happening). If these feelings are unsympathetic, you won't care about what is happening--good or bad--to the other person. If these feelings are antipathetic, you will feel glad that something bad is happening to the other person--you may even feel that he deserves it--and you will feel unhappy when something good is happening.
4. Self-Awareness--you acknowledge and are able to describe your feelings and your attitudes and you may even know some of the reasons behind your attitude (something similar might have happened to you as a child).
5. Empathic Ability--you are aware of and are able to identify and describe the feelings of the other person in the interaction.

Empathic ability involves enough objectivity to help you put yourself in another person's shoes in order to identify his feelings. (To make sure your perception is correct, you will need to get some kind of feedback from the other person.) Let's consider this situation:

> A child falls off a chair while trying to steal cookies from a cookie jar. He's hurt and is crying. You come into the room and grasp the

situation. Your attitude--let's say it's an antipathetic one--might be, "Well, it serves him right. He shouldn't have been stealing cookies in the first place." You recognize this attitude, and this self-awareness helps you to get away from your own feelings and concentrate on the feelings of the child. You realize that the child is crying because he is embarrassed at being caught--not because he is still hurt. To check the accuracy of your observation, you might ask him, "Are you crying because you got hurt when you fell off the chair or are you crying because you're embarrassed at being caught?" If your perception of what happened is verified by the child's answer to the question, you have demonstrated your empathic ability.

The Interpersonal Perception Process in the Classroom

If, as we have said, this two-way interactional process can produce both positive and negative effects on the teaching-learning situation, what teaching competencies can we develop in order to ensure that the interpersonal relationship fosters the growth and development of the learner?

The development of self-awareness and empathic ability are the key competencies in creating a positive teaching-learning situation. For example, consider this situation:

You are a teacher and have been working with a child who has a neurological disability. His hand shakes so badly he has difficulty, not only forming the letters, but even holding a pencil. After working with this child for many hours, you now ask him to write his name. The child picks up the pencil, his hand shaking, and slowly, jerkily, with many stops and starts, writes his name correctly.

How do you feel? If you can accurately and honestly identify your own feelings, you have some degree of self-awareness. If you are sorry for him--for his pain and struggle--you are a sympathetic teacher. If you experience a sense of "better him than I" about his pain and struggle, you are an antipathetic teacher. If you don't particularly feel one way or the other about it, but are completely "objective," you might be called unsympathetic. All these are possible attitudes.

If you are sorry for him and his painful experience, but can go beyond your own feeling and perceive his pride in accomplishment and his feeling of confidence that he will do it again, you are demonstrating empathic ability. In other words, you "know" your own feelings about the child, you know your own attitude, but you also "know" his feelings about himself. Empathic ability, then, helps you to understand what is going on inside someone else.

Because you understand the child's feelings, the next time he experiences difficulties in writing his , you can help him recall his previous feelings by saying something like "Remember how awful we both felt last time until you did it? Let's keep trying--because it feels so great when you get it!"

And the chances are that your understanding of his feelings will make the task a bit easier.

The module follows closely the elements of the interpersonal perception process as we have outlined them. Element I concentrates on self-awareness, the ability to identify and describe your own feelings, whether you are role-playing a handicapped child or dealing with your feelings as a teacher toward a handicapped learner.

When you can recognize feelings within yourself, you are free to think about and try to recognize the feelings of others. Element II concentrates on the development of empathic ability through observing others, identifying the feelings you observe, then checking the accuracy of your observations.

The last part of the module, Element III, gives you an opportunity to demonstrate empathic ability in an actual teaching-learning situation.

Prerequisites

In order to take this module, you should be either an undergraduate or a graduate student concentrating in the field of special education and with a knowledge of

1. child development and developmental differences in the exceptional child;
2. methods, techniques, and materials appropriate for use with children with learning disabilities;
3. psycho-dynamics and the psychology of exceptional or disabled individuals.

You should also be engaged in student-teaching or in the graduate-level practicum or otherwise have access to a special-education classroom.

How to Take This Module

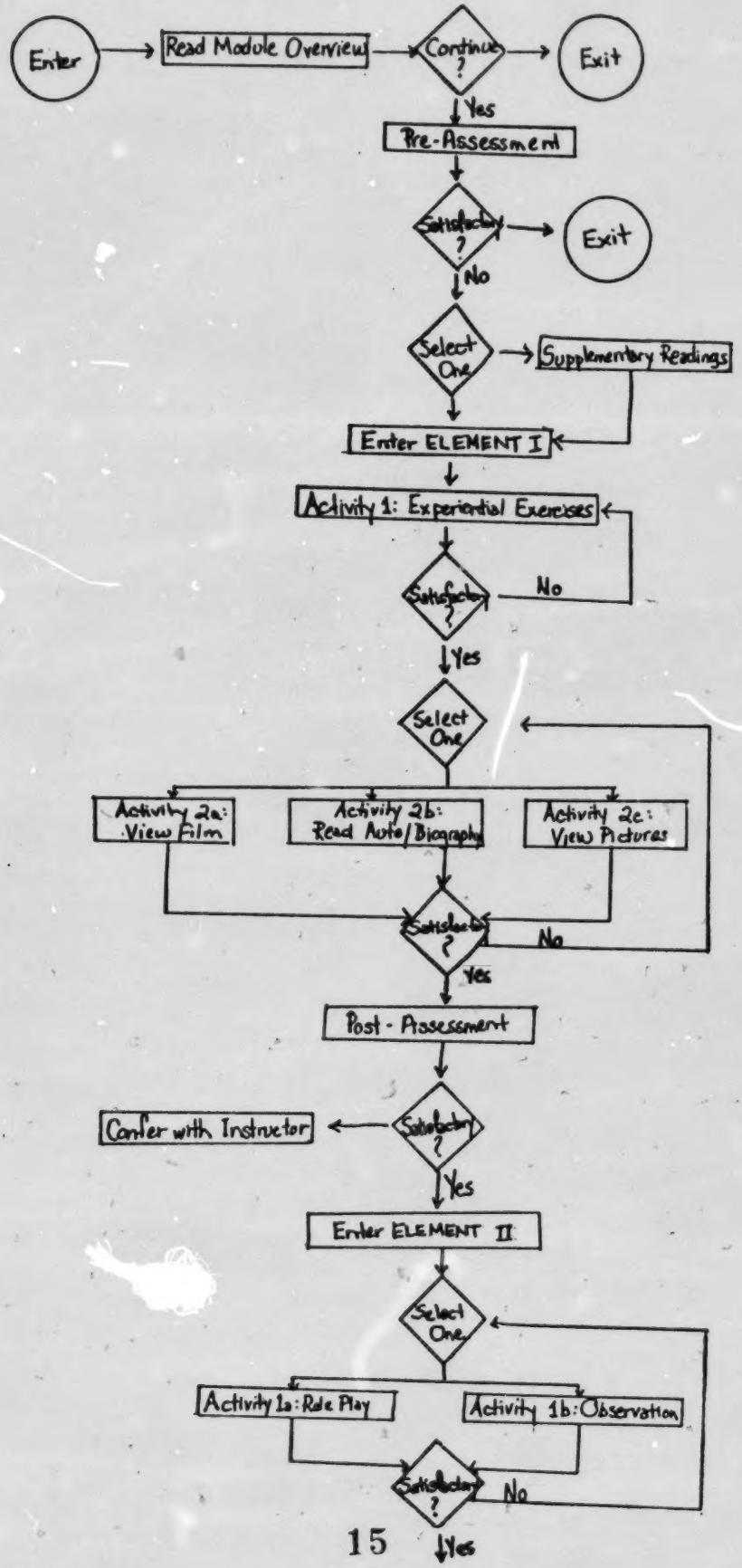
Now that you have read the Overview, you can decide whether you want to go ahead with this module. (You should think of the module as the equivalent of approximately two-thirds of a 3-credit course.) If you continue, you will be asked to complete three basic steps. The first is a pre-assessment, a measure of your comprehension, attitudes, and feelings. If you meet predetermined criteria, you can exit after completing the pre-assessment. In other words, success on the pre-assessment indicates that you don't need this module.

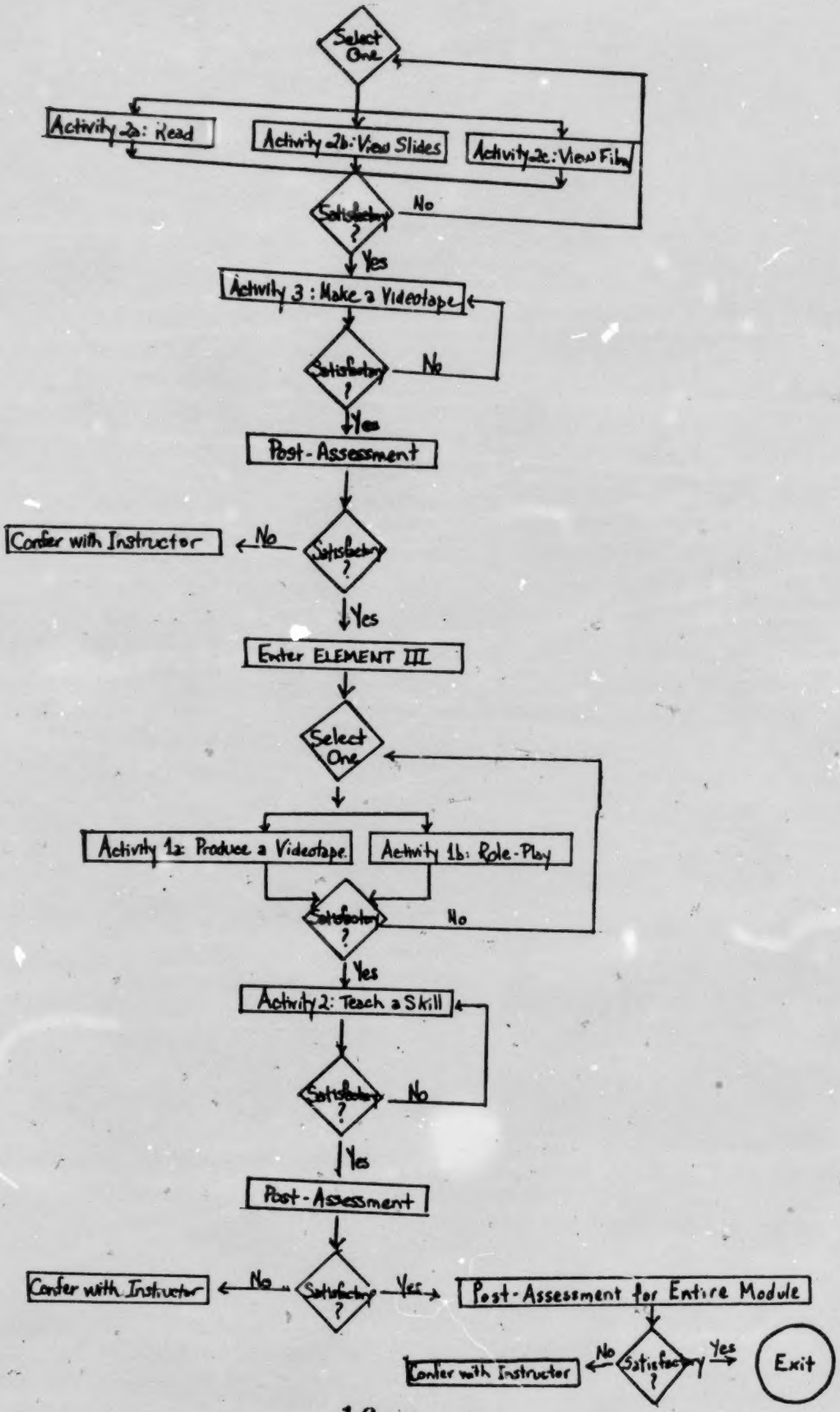
However, don't regard lack of success on the pre-assessment as failure. It is simply an indication of the fact that you need the information and insights you will gain from taking this module. The second step for you, then, is the completion of the three elements of this module. Each element consists of a variety of activities designed to enable you to achieve the objective of that element. Together, these objectives make up the terminal objective of the module:

> You will be able to use your awareness of yourself and of others to effectively teach academic skills to disabled or exceptional individuals.

At the end of each element, there is a brief post-assessment. When your instructor agrees that you have satisfactorily completed each of these, you can go on to the next element. When you have finished all three elements, you are ready for the post-assessment for the entire module. Upon successful completion of this post-assessment, you can exit from the module.

These steps are shown in graphic form on the flow chart on pages 12-13. Note, too, that there is a separate Resource Book for this module. It contains bibliographies, pictures, and other material you might need in order to do the activities in each element.


Enter
Read Module Overview
Continue ?
Exit
Yes
Pre-Assessment
Satisfactory ?
Exit
No
Select One
Supplementary Readings
Enter ELEMENT I
Activity 1: Experiential Exercises
Satisfactory ?
No
Yes
Select One
Activity 2a: View Film
Activity 2b: Read Auto/Biography
Activity 2c: View Pictures
Satisfactory ?
No
Yes
Post - Assessment
Satisfactory ?
Confer with Instructor
Yes
Enter ELEMENT II
Select One
Activity 1a: Role Play
Activity 1b: Observation
Satisfactory ?
No
Yes


Select One
Activity 2a: Read
Activity 2b: View Slides
Activity 2c: View Film
Satisfactory ?
No
Yes
Activity 3: Make a Videotape
Satisfactory ?
No
Yes
Post-Assessment
Confer with Instructor
No
Satisfactory ?
Yes
Enter ELEMENT III
Select One
Activity 1a: Produce a Videotape
Activity 1b: Role-Play
Satisfactory ?
No
Yes
Activity 2: Teach a Skill
Satisfactory ?
No
Yes
Post-Assessment
Confer with Instructor
No
Satisfactory ?
Yes
Post-Assessment for Entire Module
Confer with Instructor
No
Satisfactory ?
Yes
Exit

If you meet the prerequisites for this module and are ready to begin, ask your instructor for a copy of the pre-assessment. Note that there are four parts to the pre-assessment. As you finish each one, go on immediately to the next part. When you have finished the entire pre-assessment, give it to your instructor. He will score everything except Part II, which will be kept and evaluated along with the post-assessment.

Try to complete the pre-assessment activities to the best of your ability. Then arrange to meet with your instructor to discuss both his evaluation of your performance and your feelings about your performance. Try to state frankly and honestly whether you experienced any difficulty or feelings of ambiguity in answering the questions, or whether you felt you lacked the necessary information at any point.

If you experienced any difficulty with Part I of the pre-assessment, select and read three books from the annotated bibliography below. Discuss their contents with your instructor--using the questions in Part I of the pre-assessment as a guide--before beginning Element I of the module.

If you had little or no difficulty in expressing the concepts, theories, and definitions asked for in Part I, you can proceed directly to Element I, which begins on page 17. Or the pre-assessment results may indicate that you don't need to take the module at all.

BIBLIOGRAPHY

Bartley, S. Howard, Principles of Perception, Harper and Row, 1969.

Especially chapters dealing with definitions, concepts, theories, and research and those involving interpersonal perception, such as "Perceptual Learning and Change," "Studies in Social Perception," "The Nature of Perception," and related references.

Bartley, S. Howard, Perception In Everyday Life, Harper and Row, 1972.

Fascinating information about interpersonal perceptual processes relating to each and all of the senses and their role and function in the activities of daily living with ourselves and others.

Blake, Robert R. and Ramsey, Glenn V., Perception, An Approach To Personality, Ronald Press, 1951.

Fifteen psychologists from a dozen different institutions discuss the structural, chemical, environmental, cultural, and other elements in perception which interact to produce the individual "sets" or dispositions that make up perceptual activity. Prerequisite to an understanding of social behavior and learning; presents perceptual research.

Cook, Mark, Interpersonal Perception, Penguin Science of Behavior, 1971.

Deals with such aspects of person perception as "How We Form Judgments About Others," "The General Principles About Others We Use to Form Judgements," "The Information We Use to Help Us Judge," "How We Test Accuracy of Judgment," "Practical Applications," etc. Includes areas of social psychology, linguistics, anthropology, animal behavior, etc., and field studies are included in research cited.

Dember, William N., The Psychology of Perception, Holt, Rinehart and Winston, 1960.

In addition to definitions, concepts, and basic perceptual processes, this book deals with areas such as "The Organization of Visual Perception," "The Influence of Context," "The Effects of Learning on Perception," "Set and Perception," "Motivational Effects on Perception," and "Stimulus Complexity, Motivation and Emotion."

Gibson, James J., The Senses Considered As Perceptual Systems, Houghton-Mifflin, 1966.

Explains how our senses, as active interrelated systems, provide continuous, stable information that makes adaptive living possible. Examines some fundamental questions in psychology: What is innate and what is acquired in perception? What is the role of learning in establishing adult perception? How is perceiving related to expectancy? What are perceptual illusions? What is the effect of language on perceiving?

Goffman, Erving, The Presentation of Self In Everyday Life, Doubleday Anchor, 1959, or, Goffman, Erving, Stigma, Notes on the Management of Spoiled Identity, Prentice-Hall, 1965.

Especially relevant to interpersonal perception in special education, as it deals primarily with definitions, concepts, and the meanings and consequences of perceiving people in terms of attributes, real or assumed, rather than relationships.

Wilman, C. W., Seeing and Perceiving, Pergamon Press, 1966.

Although the comprehensive coverage is primarily in the visual field, the areas such as "Seeing Clearly and Failing to See," "Building Up the Mental Image," "False Impressions," "Things, and the Spaces Between Them," "Interpretations," etc., are interesting and provide insight into interpersonal perceptual processes.

Also recommended is the following film:

What Teacher Expects...(The Self-Fulfilling Prophecy). 26 min. 23 sec. B&W 16mm.

The theory that what a child performs in school is often the close result of what his teacher expects of him rather than what an intelligence test might indicate him capable of. Dr. Robert Rosenthal of Harvard University and Dr. M. Sam Rabinovitch of McGill University and the Montreal Children's Hospital discuss this inter-reaction. The theory is demonstrated in teacher-pupil situations where the subject is word-recognition.

Available from: Carousel Films
1501 Broadway
New York, New York 10036

Centron Educational Films
1621 West 9th Street
Lawrence, Kansas 66044

United World Films
Kinetic Art Division
2001 South Vermont Avenue
Los Angeles, California 90007

ELEMENT I

Objective:

You will demonstrate awareness of your own feelings about a variety of disabilities by analyzing your reactions both to a simulated disability or handicap of your own and to the disabilities of others.

The first step in reaching the terminal objective for this module is to become aware of your own feelings through an affective reaction to a specific handicap or disability. The activities that will help you do this are set up as follows:

1. The first activity--experiential exercises--is required. You must complete this activity satisfactorily before proceeding to the rest of this element.
2. The balance of the activities are divided into two groups.

   Group I

   Activity 2a--viewing a film

   Activity 2b--reading a biography or autobiography

   Activity 2c--viewing pictures

   Group II

   Activity 3a--reading an article

   Activity 3b--visiting a disabled person
3. You are to complete at least one activity in each group. You can choose whichever you want, and you can do more than one if you want to.

4. Although activity 1 must be done first, the order of the other activities doesn't matter. In other words, if you've selected Activity 2b in the first group and Activity 3a in the second group, you can do Activity 3a before Activity 2b if you want to. Just remember to finish one activity before going on to another.

5. With your instructor's approval, you can substitute one or more activities of your own devising for Activities 2(a-c) and 3(a-b). Or you can add an activity of your own to those suggested above. (For example, you may want to draw on an experience you've already had with a disabled person or react to a handicap you've actually experienced yourself.)

Activity 1

This activity requires two people working together, so your first task is to find someone else taking this module to work with you. Your partner will observe your reactions as you accomplish the tasks in this activity and then confer with you to determine whether your written or taped description accurately reflects the feelings you seemed to exhibit during the activity. From time to time your partner will also be asked to act as "teacher" while you try to learn certain skills. (You can take the teacher and observer roles when your partner carries out his or her six tasks.)

On the following pages, you will find descriptions of a variety of perceptual tasks. They are designed to help you experience, firsthand, what it is like to carry out certain academic or perceptual skill tasks under handicapping conditions. You are to select and perform--with the help of another student playing the role of the teacher--six of these tasks. Try to select a variety of experiences, and make sure the tasks you choose involve at least four different disabilities. With your instructor's approval, you can substitute tasks of your own devising for any or all of the six tasks required in this activity.

You will need some special equipment in order to carry out most of the tasks in this activity. The items that might be hardest to get are listed here:

blindfold	magnifying eyeglasses
bi-focal glasses	wheelchair, crutches, or "walker"
blinders	earplugs

In addition, you'll need some more common items, such as a mirror, cup, spoon, some foods, a record or tape recording, and so on. When you've selected the six tasks you want to carry out, check the directions for each one carefully, and make sure you have all the materials you'll need before you begin.

As you complete each task, jot down some informal notes on your reactions. When you have finished all the tasks, you will be asked to describe your reactions to each handicapping situation in cognitive terms. Instead of a general reaction like "I was upset," you should be able to focus on specific emotional and physical conditions--for example, "I was unable to tie a knot. I began to feel helpless, and angry at myself for being helpless. I got so angry, my hand began to shake, and then I really couldn't do anything." I wanted to scream, but instead I bit my lower lip."

Now here is the list of tasks. Remember to choose six, involving at least four disabilities. And remember to check ahead of time on what equipment and materials you'll need. When you have completed your six tasks, turn to page 26 and, using questions there as guidelines, describe your reactions. Your report may be on tape or in writing.

Perceptual Tasks

1. Using a blindfold, cover both eyes so that you cannot see. With a co-student as a teacher, learn a pre-determined academic skill task such as writing three clearly readable sentences.

2. Give a complete and accurate verbal description of an object, including such characteristics as measurements, form, use, etc. This should be an object which you have not previously seen or identified. Use any sensory methods or approaches except that of sight. Describe the object in such a way that another person would distinguish it from similar objects of varying sizes, shapes, textures, etc.

3. Using a blindfold, cover both eyes so that you cannot see. Then, within a specified time, learn from the "teacher" to read the alphabet in Braille. You will have completed this task when you can read 80% of the words accurately. (Your course instructor has copies of the Braille alphabet.)

4. Borrow a pair of bi-focal eyeglasses from another person and while wearing them walk up a flight of stairs, walk down a flight of stairs, walk up to a blackboard, write three sentences of ten words each, and complete four arithmetic problems involving addition, subtraction, multiplication, and division. In each of these arithmetic problems, use at least three place numbers and demonstrate the appropriate spatial relationships which are necessary to correctly solve the problem.

5. Using a set of blinders to block out peripheral vision, go about your daily activities for half a day.

6. Obtain a pair of magnifying eyeglasses and wear them for half a day while carrying out your daily activities.

7. While wearing a blindfold, use paints, clay, and/or any other appropriate craft materials and create something--for instance, a sculpture, painting, or carving--which another person can identify.

8. Write three sentences of at least ten words each in mirror writing with the correct spelling and formation of the words and letters.

9. Read aloud, to another person, a short paragraph of three sentences of at least ten words each from the reflection of a book or paper in a mirror.

10. Pretend you are mute. Using the sign language, on pages 22-23 of the Resource Book, communicate your feelings about a situation that you and your "teacher" have previously agreed on.

11. Select a symbol system from those on pages 24-27 of the Resource Book and spend a 30-minute session with your "teacher," learning the symbols. Then write three short sentences for a total of at least thirty words, using the symbols form the set you have learned.

12. Use a wheelchair, a pair of crutches, and/or a "walker" for at least half a day while you carry out your ordinary daily activities.

13. Using earplugs, plug both ears so that you cannot hear. In fifteen minutes, learn to lip-read three sentences of instructions given orally by the "teacher." Then carry out these instructions. Each set of instructions should contain at least ten words, for example, "Pick up the pencil and put it on the desk." The "teacher" should make the instructions as explicit as possible, including (mentioning) color, shape, size, position, etc., so that you can demonstrate discrimination ability.

14. Using earplugs so that you cannot hear, play a recording of some music which has a rhythmic beat. Accompany the rhythmic pattern or beat, then repeat it by tapping or sounding the pattern after stopping the recording. Your partner will evaluate the accuracy of the pattern.

15. Obtain a copy of the audio cassette* accompanying this module and a cassette player. Listen to the cassette and follow the directions on the tape. In addition to the cassette, you will need a piece of paper divided into three columns headed A, B, and C, with each column numbered from 1 to 12. You will also need the following list of words. When the directions on the tape tell you to, you are to circle the word in each numbered group that you hear on the tape.

1	2	3	4	5	6	7
Word	Dog	Nets	Head	Clown	Sum	Bride
Bird	Log	Nest	Hat	Crowd	Sun	Bike
Herd	Dogs	Mist	Mat	Cloud	Bun	Bite

8	9	10	11	12
Sign	Cart	Limb	Picker	Chutes
Sigh	Card	Lamp	Picture	Shoe
Sun	Car	Limp	Pitcher	Shoes

When you have finished this task, you can check your perceptions against the answers given on page 28 of the Resource Book.

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*Some selections on the cassette are courtesy of Zenith Hearing Instrument Corporation, a subsidiary of Zenith Radio Corporation.

16. Have your "teacher" record a paragraph of text. Then listen to it and repeat the selection verbatim.

17. Look at the set of slides accompanying this module for 10 seconds each. React spontaneously and describe what you see. You and the "teacher" will discuss your perceptions.

18. Put on a pair of mittens. Pick up a variety of objects placed on a smooth surface by your "teacher." These objects should include such things as a pencil, a pen, one or more paper clips, a few small coins, and several sheets of paper which you will pick up one at a time. They should also include a book, in which you will turn one page at a time.

19. While wearing the mittens, pick up a teaspoon and use it to drink water from a cup.

20. With the mittens on your hands, write a short reaction to any of the above experiences.

21. With all objects in the position and relationship to each other customarily used by you, and after immobilizing your dominant hand and arm in some way, use the other hand to tie a package with a string and make a bow.

22. With your dominant hand and arm immobilized, learn a predetermined academic skill task, such as writing three sentences of ten words each, with the other hand.

23. Pair up with a "teacher" at least twelve inches taller than you are; or

Sit on a chair while the "teacher" stands directly in front of you;

or Stand directly in front of the "teacher" while he stands on a raised platform.

Stand as close as you can without actually touching the other person. Look directly in front of you, face forward, straight ahead. Do not look up, down, or sideways. Describe specifically what you see. The "teacher" will then give you instructions to carry out a specific task. Give the location the voice is coming from and the level at which it reaches your ears. Discuss what you see and hear with your teacher.

24. Cover your eyes with the blindfold so that you cannot see. Cover your nose so that you cannot smell. Have your "teacher" give you six different foods to taste and identify.

25. Cover your eyes and nose so that you cannot see or smell. Have your "teacher" set out the same six foods. Do not taste them, but identify them by touch only. Your "teacher" will then add one more food to each of the previously sampled ones, and you will compare and discriminate by the use of one additional sense.

Report Guidelines

1. Which disability could you most easily adapt to?

2. Which was the most difficult for you to experience?

3. What were your feelings at being asked to carry out tasks in each area of disability? (State the disability and the task, then identify your feelings.)

4. Rank order the disabilities according to the degree of frustration you experienced. No. 1 is the most; No. 6 is the least.

5. If you had to have a disabling condition and were in a position to make a choice, which would you choose? Explain why.

6. Identify the target of your feelings for each of your Perceptual Tasks. State the feelings and who or what the object of these feelings was (the teacher, yourself, the "condition," or something or someone else).

7. State specifically the perceptual area or functioning in which the tasks you have chosen could be categorized. Note especially if there is overlapping or inter-relationship among them.

When you have completed your report on the tasks in this activity, using the guidelines above, confer with your partner, who will evaluate the taped or written account of your reactions. (The students who have been observing you as part of Activity 2 in Element II may also want to take part in this evaluation. If any of them participate, you will be expected to provide oral feedback as to their observational adequacy.) If your partner is satisfied that you are able to identify your affective reactions and to express

them in terms that make your experience accessible to others, you may go on to the next activity.

If you and your partner cannot agree on your report, select six different tasks and try again. If your report is unacceptable a second time, confer with your instructor about whether you should continue with this module.

When you have completed Activity 1 satisfactorily, turn to the next page.

Now that you have identified and discussed your reactions to a simulated handicapping situation, you are ready to consider how you react to the handicaps of others. Each of the following activities--Activities 2a, 2b, and 2c--is designed to help you recognize and communicate your feelings about a person with a learning disability or a physical handicap. Remember that you are to complete at least one of the activities in this group.

Activity 2a

Again, you will need to find another student who is taking this module to be your partner. Together, select three films from the list in the Resource Book, page 29. Arrange to see each of the films, but do not see them together. You and your partner should each see the films at a different time. Each of you should select a person in each film upon whom you will focus. Record that person's major handicap or disability. Then, using the following questions as guidelines, you and your partner should each record your affective reactions to each of the handicapping conditions in the context of three specific situations, incidents, or interpersonal interactions.

1. What was the incident or situation?
2. What was the person's expression of affect--verbal? nonverbal?
3. What were your affective reactions to what happened to the person in the film?

When you have viewed all three films and recorded your responses to each one, meet with your partner and exchange papers. Use both your papers as the basis for a discussion of the accuracy of your perceptions. (Other students in the course may join you for this discussion if they are not participating in this particular activity.) For each of the three films, you are to match your partner's description of his or her reaction with the appropriate siutation or incident at least two out of three times. If you wish, you may view the films again--together this time--to verify your responses.

When you are satisfied that you have identified and described your reactions as well as possible, turn to page 33. (Remember that you can also go on to Activity 2b or 2c, if you want to, but they are not required if you have successfully completed this activity.) If further work is necessary, decide with your instructor whether to reenter this activity--viewing three different films--or select a different one.

Activity 2b

Again, you will need a partner to work with. From the annotated list of biographies, autobiographies, and fiction on page 54 of the Resource Book, you and your partner should select three that appeal to you and are available at home or in a library. (You should both read the same three books.)

As you read, note two situations or incidents in each book that have a particularly strong emotional impact on you. Write one or two pages describing each of these situations and your affective responses to it. Include the following points:

Imagine you are the person about whom the book was written. As that person, describe the physical location and setting of the incident, identify the other people involved (if any), tell the time of its happening, tell what activities or behavioral interactions are going on, and express what you are thinking and feeling in the situation.

In addition, write one or two pages describing each of the following:

1. Choose from among the three persons you read about, the one you would most like to be. Tell who he is, describe his condition, and state three reasons for your choice.
2. Choose from among the three persons you read about, the one you would least like to be. Tell who he is, describe his condition, and state three reasons for your decision.

3. Imagine yourself the teacher of the person you would least like to be. State two disability-related tasks you would have to teach him. Express two affective reactions you have in relation to teaching him.

Discuss your written descriptions with your partner. (Other students who have read the same books can join in this discussion if they like.) Remember that your descriptions should focus on specific affective and psychomotor reactions, expressing them in as much detail as possible. For example, rather than just say, "I felt good," you might show how your posture, gestures, and facial expression indicated that you felt relaxed and happy. You might cite ease in accomplishing a task as both a sign of relaxation and confidence and a reason for feeling proud and pleased with yourself. Or you might describe the message underlying a verbal interaction.

When your partner feels that you have succeeded in identifying and describing your emotional reactions satisfactorily, you may go on to page 33. If further work is necessary, decide with your instructor whether to re-enter this activity--reading three different books--or to select a different one.

Activity 2c

On pages 72-81 of the Resource Book is a set of pictures.* Study the entire set, then select five that you would like to work with. For each one, write or record on tape a story or incident, using the following suggestions and questions as guidelines:

1. State the physical characteristics of the person or persons in the picture. Are any of the people exceptional in any way?
2. If there is more than one person, what do you think their role relationship to one another is?
3. What word or words would you use to express the mood or predominant feeling in the picture?
4. What do you think is happening in the picture? What do you think led up to this incident or situation? What do you think is going to happen next?

Discuss your stories and your reactions to the pictures with one or more students who are also taking this module.

If the other student or students agree that you have satisfactorily completed this activity, go on to the next group of activities (page 33). If further work is necessary, decide with your instructor whether to re-enter this activity--choosing five different pictures--or to select a different activity.

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*If you want to, you can substitute for the pictures in the Resource Book, Moods and Emotions, a set of pictures published by David C. Cook Publishing Company, Elgin, Illinois 60120.

The final step in Element I is to consider the relationship between the disabled and the non-disabled person. Whether you read about contacts between the disabled and the non-disabled (as in Activity 3a) or experience such contact yourself (as in Activity 3b), you will be developing an awareness of your reactions to specific aspects of disabling conditions. This awareness is the first step in developing your ability to cope with your own feelings in interactions with exceptional individuals.

Remember that you are to complete at least one of the activities in this group.

Activity 3a

Turn to page 82 of the Resource Book and read the article "Adjustment to Misfortune--A Problem of Social-Psychological Rehabilitation," by Dembo, Leviton, and Wright. When you have finished reading, look again at the three interviews with injured subjects in Appendix III of the article. Record--in writing or on tape--your reactions to the disabled person in each interview according to the following guidlines.

1. Which disability could you most easily adapt to?
2. Which was the most difficult for you to relate to?
3. Which of the three persons interviewed would you most like to be? Tell who he is, describe his condition, and state three reasons for your choice.
4. Which of the three persons interviewed would you least like to be? Tell who he is, describe his condition, and state three reasons for your choice.

Discuss the report of your reactions with one or more classmates.

If the other student or students agree that you have satisfactorily completed this activity, you can go on to the post-assessment for Element I (page 37). (Remember that you can also do Activity 3b, but it isn't required.) If further work is necessary, decide with your instructor whether to re-enter this activity or select a different activity.

Activity 3b

Arrange to visit with three exceptional individuals for at least an hour each. If you don't know anyone who is handicapped or disabled, you can arrange a meeting through one of the agencies or facilities for the handicapped in your community. (Check a directory of local social agencies or the yellow pages of the telephone directory.)

You can arrange for your visits to take place at the agency, at the individual's home, at your home, or on an outing of some sort. (For example, you might want to arrange a lunch date or a trip to a local park or museum--whatever is feasible.)

Record--in writing or on tape--your reactions to each of the three individuals according to the following guidelines:

1. Which disability could you most easily adapt to?
2. Which was the most difficult for you to relate to?
3. Which of the three persons you visited would you most like to be? Tell who he is, describe his condition, and state three reasons for your choice.
4. Which of the three persons you visited would you least like to be? Tell who he is, describe his condition, and state three reasons for your choice.

Discuss the report of your reactions with one or more classmates.

If the other student or students agree that you have satisfactorily completed this activity, go on to the post-assessment

for Element I (page 37). If further work is necessary, decide with your instructor whether to re-enter this activity--visiting three different people--or select a different activity.

Post-Assessment for Element I

Now that you have been through this element, if you were to try to understand your own attitude toward a particular pupil, exactly what affective behavior is it that you would look for? Give either <u>one</u> interaction situation with <u>two</u> examples of behavior, or <u>two</u> situations with <u>one</u> example of behavior in <u>each</u> one.

You can give your answers in writing, on tape, or in conference with your instructor. When you have finished, you and your instructor will decide together whether you are ready to go on to Element II. If you are, turn to the next page and begin. If you're not, your instructor will help you decide whether to re-enter this element or exit from the module now.

ELEMENT II

Objective:

You will demonstrate an awareness of the feelings of others that will help you work effectively with handicapped or learning disabled people by accurately identifying the affective reactions of another person in specific interpersonal situations.

In order to help you achieve the goal of this element, a series of activities has been devised that will give you practice in identifying the feelings of others through external means--voice, gesture, body language, and so forth. Element I dealt with one component of empathy--self-awareness. This element deals with a second component--other-awareness. As in Element I there is one activity you are required to do and two optional activities. In this element the required activity must be done last--after you have completed two optional activities. Here is the way to proceed.

1. The optional activities are in two groups.

   Group I

   Activity 1a--observing and participating in role-playing situations

   Activity 1b--observing someone else take part in the experiential exercises from Element I

Group II

Activity 2a--reading selected literature

Activity 2b--viewing a set of slides and using stimulus materials

Activity 2c--viewing three films

2. You are to complete at least one activity in each group to the satisfaction of your instructor. You can, if you want to, do more than one before going on to the final, required activity. It doesn't matter in what order you do the optional activities, so long as you do Activity 3 last.
3. You may, with the approval of your instructor, substitute one or more activities of your own devising for the optional activities.
4. In this element, the required activity is last. Activity 3 involves making a videotape--with two or more peers--of an interaction situation between an exceptional individual and one or more others.

(You might want to take a look at the flow chart on the following page before going on to the optional activities.)

The first group of optional activities is designed to help you become aware of someone else's feelings by observing and recording the affective behavior of your peers. Attaining this awareness is accomplished in two ways. You may choose either one.

In Activity 1a, you will act as both an observer and a participant in role-playing situations that simulate interaction between a disabled learner and a teacher.

In Activity 1b, you will be involved in identifying and describing the feelings of students participating in the experiential exercises of Element I, Activity 1 (pages 20-25).

Since both activities involve working with peers, you will have to spend some time scheduling meetings and planning the activity as well as performing it. In addition, since the evaluation of both activities is done primarily by you and your peers, you will build in extra time for this phase.

When you have successfully completed one of the activities in this group, go on to the next group of activities and select one to do. When you have successfully completed one activity from each group, you may proceed to Activity 3, the final, required activity for this element.

Remember, in addition to the alternatives given in this group, you also have the option of working, with your instructor's approval, on an activity of your own devising.

Before starting your chosen activity, read the Checklist of Psychomotor Reactions on the following page. This checklist will help you become familiar with some of the physical signs of psychological/emotional processes. Use the checklist for all activities in this element.

Checklist of Psychomotor Reactions

The following list by no means exhausts the potential of the human body to express its feelings nonverbally. Nor does it take into account cultural differences in nonverbal behavior. Rather, the list supplies you with some overt behaviors associated with certain bodily areas. You should feel free to add to the list additional behaviors you observe, along with their interpretations.

1. Facial Expression--frown, smile, raised eyebrows, "poker" face, pouting mouth, downturned mouth, slack mouth*
2. Posture--turning toward, turning away, lowering head, slouching, walking briskly, walking slowly, moving animatedly, moving sluggishly.
3. Eye Contact--lowering eyes, rolling eyes, looking away, looking directly at, shifting glances
4. Touching--reaching out, withdrawing, stroking, slapping
5. Gestures--expansive, "tight," defensive, offensive, delicate, gross, open, closed, passive, aggressive
6. Spatial Awareness--talking distance near or far, moving away, moving toward

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* The interpretation for all of these numbered items varies greatly from culture to culture and from social class to social class. What is the mark of respect in one culture or social class might be condemned as disrespectful in another.

7. Direct Expression of Feelings--verbal, nonverbal, physical: yawning, shrugging shoulders, clenching fists, moistening lips, wiping perspiration off hands or face, biting lips, covering mouth, laughing, giggling, using expletives, tapping feet

Activity 1a

This activity calls for at least three people--you and two of your peers. Although it's not necessary for the other two to be taking this module, you'll probably want to choose students who are involved in Special Education courses or who have worked with handicapped or learning disabled individuals. After you have chosen people to work with, the next step is to decide on a role-playing situation that will take about 15 minutes and that will show an interaction between a teacher and a handicapped/disabled learner. The third student will act as observer/recorder of the affective reactions of both participants.

The practice you had in identifying and describing your own feelings in Element 1 will help you attain the goal of this activity--identifying and describing the feelings of others. In this activity, the emphasis is as much on the observer/recorder as it is on the participants. For that reason, each student should play all three parts in the role-playing situation the group has chosen.

Before choosing your situation, you and your peers should read the selection "Role-Playing" by Beatrice Wright on page 121 of the Resource Book and the Guidelines for Role-Playing on page 46 of this element. One situation is worked out in such great detail that it can serve as a model of what to include in almost any role-play. Remember, whatever situation you choose, your situation must always involve a "teacher," and "learner," and an "observer."

After you have selected a situation, check with your instructor to find out if what you have chosen is appropriate. When you receive your instructor's approval, set aside a block of time (an hour and a half if possible) for the next phase--the role-play itself.

Start by discussing the role-play situation, then decide who will play what roles in what order.

Let's assume that you are the observer. While the other students are role-playing the situation, record what you think are feelings of the "teacher" and the "learner" and the behaviors that reveal those feelings. The following sample can serve as a guide:

> Role-playing situation: A ten-year-old girl in the second grade with a hearing loss and a speech and language problem is caught copying from another child's paper. The teacher speaks to her about this. She responds by acting like a clown and behaving childishly and foolishly.
>
> Observer should fill in positive and negative reactions observed and identified for feedback and accuracy check.
>
> Expression: Child
>
> Expression: Teacher
>
> Direct expression of own feelings
>
> Facial expressions indicative of feelings
>
> Posture and feelings indicated
>
> Gestures (limbs, shoulders, etc.)

Eye contact or expressions (blinking, winking, etc.)

Spatial relationship and distance

Vocal expressions (tone of voice, volume, etc.)

Physical contact or touching

Verbal, nonverbal, or other expression of feelings not included above, including such "reactions" as nonexpression when response would be indicated, avoidance, etc.

When the role-play is finished, check the accuracy of your observations with the student participants. If your observations match theirs most of the time, you can consider that you have successfully completed this activity and you may turn to the second group of alternatives on page 51. Or you may, if you want to, do the second alternative in this first group. Of course, you will have to stay around to play the role of "teacher" and "learner" to give your peers a chance to complete this activity.

If you fail to describe accurately the feelings of the other participants, you can work with another team or stay with the same group and work on a new situation.

If you are still having difficulty in identifying the feelings and behaviors of your role-play group, ask your instructor for guidance. She may suggest that you observe additional role-plays or choose another alternative

Guidelines for Observing Role-Playing

Read these points over once or twice before observing a role-play situation.

1. The observer should focus on objective, specific instances of interaction and behavior that can be described, rather than a subjective evaluation of acting ability.
2. Work with content and communication--not with style.
3. Try to identify patterns of interaction and behavior before generalizing. Don't generalize or form a critical judgment based on one instance of a particular behavior.
4. Base your interpretations and evaluations on actual feedback from the participants, especially if you are a beginner at observation.
5. Remember that the elements of empathic ability include:
   a. Cognitive awareness, or comprehension of the situation as a whole.
   b. Recognition of your own particular perceptual reaction--sympathetic, unsympathetic, or antipathetic.
   c. Awareness of the similarity or difference between the feelings you would experience if the situation were yours and the feelings of the participants. This involves some identification with the expression or experience of affect of the "other" along with retention of a feeling of objectivity and self.

Guidelines (cont.)

d. Formulation for yourself and then for the "observed" the antecedents, the current process, and the consequences to be anticipated from the interaction.

Activity 1b

This activity calls for you to be an observer and to record and evaluate the behaviors and the feelings of other people. The people you will be observing are students who are doing the experiential exercises in Element I, Activity 1.

Since you have already done these exercises yourself, you will know how you felt while doing them. You also learned to identify and to describe these feelings. This familiarity with the exercises will help you in your new role--that of observer and recorder of the feelings of others.

Ask your instructor for a list of students who are participating in Element I, Activity 1, and a copy of the schedule for those participating in the experiential exercises. Decide which student (or student team) you wish to observe and ask permission to observe and record during the exercise. Tell them that you will also need feedback from them.

Arrange to observe the experiential exercise. On a separate piece of paper, record what you think are the feelings of the participant(s) and make note of the behaviors you see that reveal feelings. (The Empathic Ability Task Sheet on page 50 can be followed for format.)

When the exercise is over, meet with the participant(s) to check on the accuracy of your observations. If they agree with your observations most of the time, you have successfully completed

this activity. You may then turn to page 51 for the second group of alternatives and choose one to work on. Or you may, if you have the time and would like the practice, do the other alternative in this group before going on.

If you have not reached agreement on the accuracy of your observations, pick another student or student team to observe and go through the whole process again. If you are still not successful, confer with your instructor.

Empathic Ability Task Sheet

1. Comprehension

What is happening in this situation?

What do you think happened before this?

What do you think is going to happen?

(Describe the situation with your observations on the following: the roles, the relationships, the events, the content, the context, and the temporal and spatial factors when they are relevant. Refer to behavioral manifestations in postural cues, gestures, facial expressions, etc.)

2. Identification

If this were happening to you:

How would you feel right now?

How would you feel just before it?

How would you feel after it was over?

Are your feelings the same as or different from the feelings of the person you are observing?

3. Sympathetic Dimension

How do you feel about what is happening to this person?

Are you glad? Sorry? Do you care at all?

Should someone feel sorry (or glad) for this person?

Does the person deserve what is happening to her?

4. Empathic Ability

How do you think this person feels? (Choose one in the situation to focus on.)

How do you think the person felt before this?

How do you think the person will feel after this is over?

This second group of activities involves different media. You have a choice of reading, viewing, drawing, or writing. Although each activity has a part you can do by yourself, you will usually work with a group of peers to evaluate your work.

Activity 2a

If you have already completed Activity 2b in Element I (pages 30-31), you will have done some of the work for this activity. Turn to that activity and read it. For this activity, you may take the same situations or you may choose another situation and another book. Using the Empathic Ability Task Sheet (page 50) as a guide, record your answers on a separate sheet of paper. Then ask your instructor to evaluate your work.

If your instructor agrees that you have successfully completed this activity, you may go on to the final activity--Activity 3, page 56. Or you may, if you have the time, do another optional activity in Group Two.

If you have not completed this activity satisfactorily, your instructor may suggest that you re-enter the activity and fill out a Task Sheet for another group of readings. Or you might choose to work on another alternative in this group.

Activity 2b

You will need to work with a group of your peers in the evaluation part of this activity.

On pages 72-81 of the Resource Book is a set of pictures.* Study the entire set, then select three that you would like to work with. Using the Empathic Ability Task Sheet (page 50) as a guide, write a short paper or make a tape identifying the feelings of one person in each picture.

Then check the accuracy of your observations with your peer group by reading the paper or playing the tape for them and participating in an evaluation discussion. As before, you will have completed this part of the activity successfully if you and your peers agree about the content and interpetation of the pictures. If you do not agree, re-enter this part of the activity by choosing another group of pictures and checking your observations again with your peers.

In the second part of this activity, you will use what you have learned from interpreting a situation created by someone else--the artist who drew the pictures--to create a realistic "slice of life" incident depicting an interaction situation between an exceptional individual and a "normal" one. You may express your ideas in writing, using straight narrative, expository prose, or dialogue, or you may draw the situation, preferably in a series of

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* If you want to, you can substitute for the pictures in the Resource Book, Moods and Emotions, a set of pictures published by David C. Cook Publishing Company, Elgin, Illinois 60120.

three to four pictures. When you have finished, arrange a discussion and evaluation session with peers who have chosen this same activity. Present your slice of life to the group and participate in the evaluation discussion. If the group agrees that your "slice of life" meets the guidelines stated below, you have completed this activity successfully.

But whichever mode you choose, be sure that your work meets the following guidelines:

1. The specific disability involved is well-described or well-drawn.
2. The nature of the role relationships of the people you have written about or drawn is clear and evident.
3. The scene or the narrative portrays some of the dimensions (characteristics) of empathic ability. The characteristics may be of a positive or a negative nature--that is, they may reveal sympathy or antipathy.

Activity 2c

If you elected to do Activity 2a in Element I, you are familiar with the procedure for this activity. In any case, read that activity, on page 28, before proceeding with this one.

For this activity you may use the same films you used for Activity 2a in Element I. (If you did not do that activity in Element I, you and your partner will select three films from the list in the Resource Book, page 29.)

After the films have been selected, arrange to see the films, but do not see them together. You and your partner should each see the films at a different time. Each of you should select a person in each film upon whom you will focus. Record that person's major handicap or disability and write down briefly the situation in which the handicapped person interacts with someone else. Then, using the following questions as guidelines, record your description of the dimensions of empathic ability--either positive or negative--demonstrated in one interaction from each film.

1. What was the incident or situation?
2. Who were the persons involved and what was thier relationship?
3. How did each person in the interaction express affect? State verbal expression, noverbal expression, and psychomotor reactions.
4. Describe the empathic ability of the "normal" person in the film. (You may use the Task Sheet on page 50 while answering this.)

5. What was your own reaction to either person in the situation?

When you have viewed all three films and recorded your responses to each one , meet with your partner and exchange papers. Use both your papers as the basis for a discussion of the accuracy of your perceptions. (Other students in the course may join you for this discussion if they are not participating in this particular activity.) For each of the three films, you are to match your partner's description of the empathic dimensions of the situation at least two out of three times. If you wish, you may view the films again--together this time--to verify your responses.

When you are satisfied that you have identified and described the situation as well as possible, turn to page 56 for Activity 3. If further work is necessary, decide with your instructor whether to reenter this activity--viewing three different films--or select a different one.

Activity 3

For this activity you will need to work with two or more peers. Your task will be to choose a situation and a location in which an exceptional individual is in interaction with one or more other people. The activities that have preceded this have prepared you for this kind of observation by giving you a chance to study prepared situations--role-playing--or structured situations--films and other media. This time you will be engaged in observing reality--with all its gaps and unexpected happenings. A playground, a work setting, a community center, even a school--all would be good choices.

To help you make your location decision, visit a few places that might be possible choices. When you and your group have decided on one location/situation, submit your suggestion for your instructor's approval.

When your instructor has approved your choice, arrange for videotaping a segment or session of some kind of activity that is typical of the location you have chosen and that shows an exceptional individual interacting with others. You will, of course, have to get the approval of all involved--the supervisors of the center or school and the participants. And you will need to borrow videotaping equipment. Then choose a day that is good for everyone, go to your location, and make your tape.

You now have a record of a real interaction.

Your next step is to view the tape--alone or with your team--and record your observations and analysis of empathic behavior. (Again, you may use the Task Sheet on page 50 as a model.) Then

discuss your observations with your group, using the peer evaluation techniques you have used before. If you all agree, you may proceed to the next step. If you don't, view the tape again, record, and discuss until you reach a consensus.

Now your group agrees on what they think happened between the individuals on the tape. The next step is to determine the accuracy of that perception by interviewing the people involved. (To prepare for the interviews, read pages 89 and 90 and 93 to 96 of the article by Demo et al. that begins on page 82 of the Resource Book.) Then arrange to interview the major participants in the taped interaction. Whether you conduct these interviews in a group or split up and have each group member interview a different participant depends not only on the number of people involved in the interaction but also of your assessment of their reaction to a group interview. In order to ensure accuracy, ask permission to record the interviews.

When all the interviews are completed, listen to them, in a group. You can now check the accuracy of the observations you made when you viewed the videotape. If the interviews confirm your observations most of the time--and the group will have to decide this--you will have successfully completed this activity and may proceed to the post-assessment for this element that begins on the next page. If the interviews do not confirm your observations, view the tape again, this time with your instructor. Then discuss, with the group and with the instructor, where you went wrong. Your instructor may then suggest that you choose a new situation/location and go through the whole process again--or she may indicate other ways you can satisfy the requirements of this activity.

Post-Assessment for Element II

Now that you have been through this element, if you were to try to understand an attitude on the part of a pupil, exactly what affective behavior is it that you would look for? Give either <u>one</u> interaction situation with <u>two</u> examples of behavior, or <u>two</u> situations with <u>one</u> example of behavior in <u>each</u> one.

You can give your answers in writing, on tape, or in conference with your instructor. When you have finished, you and your instructor will decide whether you are ready to go on to Element III. If you are, turn to the next page and begin. If you are not, your instructor will help you decide whether to re-enter this element or exit from the module now.

ENABLING ELEMENT III

Objective:

You will demonstrate an awareness of your feelings and the feelings of others by analyzing a teaching-learning situation under real or simulated handicapping conditions and by successfully teaching academic skills to handicapped or disabled persons.

The third or final element of this module will help you integrate your experiences from Elements I and II and then apply them in teaching-learning situations with handicapped or disabled individuals. Two optional and one required activities provide experiences for accomplishing the goal of this element. You may choose to do either activity 1a or 1b. Activity 2 is required and should be completed only after you have finished 1a or 1b. The three activities are as follows:

Optional (Choose One)

Activity 1a--produce a videotape in which a teacher successfully teaches a specific academic task to three disabled individuals

Activity 1b--role-play two handicapped or disabled learners and then two teachers in simulated teaching-learning situations

Required

Activity 2--teach a specific academic skill to an individual special child and then to at least three special children

Optional Activity 1a will involve the use of videotaping equipment. Discuss with your instructor whether or not you should videotape optional Activity 1b and Activity 2.

In Activity 1a and 1b, you will need to work with at least one peer or someone practicing in your field of study. If your instructor agrees, you and a small team of peers may work on any or all of these activities together. For feedback purposes you may also wish to hold a seminar with several of your peers and/or your instructor.

After you have completed this element to the satisfaction of your instructor, you may then take the post-assessment for this module. If you do not satisfactorily complete the optional and required activities or pass the post-assessment for this element, your instructor will provide further directions on how to proceed.

Activity 1a

If you choose this activity as an option, you will be producing an audio-visual record of a teacher teaching one academic skill (e.g., color-matching, sound association, etc.) either to three handicapped individuals (one at a time and in three different situations) or to a small group of at least three handicapped children. The videotape should accurately identify the affective interactions of the teacher and the learner in the teaching-learning process.

With the approval of your instructor, you may want to take a team approach to this activity. In this case, you and a peer or peers will jointly produce at least one videotape demonstration for each peer involved.

To successfully complete this activity, you will need to provide for your instructor a written or oral critical analysis of both the content and process of the audio-visual record, as well as an accurate description of the empathic interaction. If you are working with peers, each of you must make your own final analysis of each demonstration. After your instructor approves your work in this activity, you may go on to required Activity 2.

Here is more detailed information which will help you in entering and successfully completing this activity. Although the suggestions are numbered in the form of steps, you may prefer to be more flexible in your preparations.

1. You will need to work closely with at least one other person. This person may be one of your peers who is completing Activity 2 or a teacher trainee or skilled teacher who is working with disabled or handicapped children. Because you will videotape this person in a teaching-learning situation with special children it is important that you meet and discuss together your plans.

If you decide to select a peer who is working on required Activity 2 in this element, perhaps both of you will want to share in making arrangements for your activities. For example, together you may consult your instructor for a list of special education facilities to choose from or you may both visit a health agency which can refer you to hospitals, schools, workshops, etc. which serve the handicapped or disabled.

You may prefer to videotape a demonstration by either a skilled teacher or a teacher trainee. If you do not personally know anyone who works with special children, your instructor may refer you to someone, or again, a health agency can provide a list of special education facilities which you may contact.

2. At this point, you will need to decide whether you'll want to tape a demonstration of a teacher working with a small group of children or three children one at a time in separate situations.

3. After you have visited a facility of your choice and selected a teacher, check with your instructor about the suitability of your plans.

4. Discuss with the teacher you will be videotaping which children she will be working with and what academic skills she will teach them. You will probably want to become familiar with the methods

and materials the teacher will use and discuss the broader educational perspectives for each task or academic skill to be taught.* For example, the teacher may plan to work with the children on color-matching, sound association, or object identification. In each case, you will want to know what the teacher's aims are in terms of what has preceded and what will come after the lesson, how the child will practice or apply what he will learn, and in what way the exercise will serve the immediate or long-range educational and emotional needs of the learner.

5. Once you and the teacher or peer-teacher have selected the children and decided what teaching-learning situations to use, you will probably find it beneficial to meet with resource people at the facility in order to obtain historical and clincial data to help you understand the children's learning and emotional needs. In addition, you may want to spend some time observing and getting to know the children themselves.

6. After making all your plans, set a time and place with the teacher or peer-teacher to videotape the demonstration(s).

7. Arrange a viewing of your tape for a small group of your peers and/or your instructor. You may also wish to include the demonstration teacher in your seminar. The Teaching Observation Guide, which begins on page 74, will suggest to you and your peers

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* If you decide to tape a peer's demonstration, a possible source of information and equipment is Curriculum Consultation Service, Classroom Filmmaking Resources, 250 West 64th Street, New York, New York 10023.

what to look for in the teaching-learning situation you have recorded. After the viewing, conduct a feedback session in which you and your peers react to both the content and process of your tape. This session should emphasize the empathic interaction between teacher and learner. Encourage constructive as well as analytical comments.

If your instructor assesses your work in Activity 1a as satisfactory, you may go on to required Activity 2. If you have not fulfilled the requirements for Activity 1a, your instructor will advise you on how to proceed. (Remember that you can do Activity 1b in addition to Activity 1a if you want to, but it is not required.)

Activity 1b

If you choose this activity, you will need to work with a peer who is also taking this module. You and your peer will role-play two teaching-learning situations in which you are a teacher and your peer is a special learner. Then you will reverse roles, so that you play the learner and your peer the teacher in two more situations. In each situation, the person role-playing the child must achieve competence in at least one academic skill taught by the teacher.

With your instructor's approval, you may take a team approach to this activity. In this case, you may want to work out a system with a small group of peers in which each learner is taught by two different teachers and each teacher works with two different learners. Members of the group who are not role-playing will serve as observers during and discussants after the demonstrations. Your instructor may request that you videotape your work.

To successfully complete this activity, you will need to provide either in writing or discussion a critical analysis of the content and process of the demonstrations in which you participated. In addition, you will try to identify the empathic experiences which influenced both teacher and learner in the teaching-learning process. If your instructor approves your work in this activity, you may go on to required Activity 2 in this element.

Here is a more detailed description of this activity. Although we have numbered the suggestions in steps, you may want to be more flexible in your preparations.

1. There are several sources of information on role-playing which will help you formulate your plans. However, in order to successfully complete this activity, you will be required to do one of the following:

a) Read Chapter 11 in Physical Disability--A Psychological Approach, by Beatrice A. Wright. This excerpt starts on page 121 in the Resource Book for this module.

b) View the film SIR! SIR! This twenty minute film presents a role-reversal situation in a Toronto classroom in which teachers occupied the children's desks and children became the teachers. Ask your instructor if she can make the film available for you and your peers to view. The film is produced by McGraw-Hill and is available for $12.00 rental and $150.00 purchase from National Film Board of Canada, 680 Fifth Avenue, New York, New York 10019.

Although you are not required to read the following books, they will provide many helpful suggestions for carrying out this activity.

Elms, Alan C. Role-Playing, Reward, and Attitude Change: Problem in Psychology, New York: Van Nostrand Reinhold Company, 1969.

Shaftel, Fannie R., Shaftel, George. Role-Playing for Social Values, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Raths, Louis E., Merrill, Harmin and Simon, Sidney B. Values in Teaching: Working with Values in the Classroom, Merrills International Education Series, Charles E. Merrill Publishing Co., Columbus, Ohio, 1966.

2. The first step in achieving the experiential part of this activity is to meet with the peer and/or team you will be working with. At this meeting, you will want to refer to Activity 1 in Element I, which suggests a number of tasks to be performed under

simulated handicapping conditions. From this list, you and your peer(s) should each select two different disabling conditions which you will simulate as children in teaching-learning situations. In order that you may broaden your experience, try to choose disabilities you did not previously practice.

In Activity 1 of Element I of this module, you became familiar with the physical and emotional difficulties you experienced while under various handicapping conditions. In the present activity, a peer role-playing a teacher will teach you--in two different situations--to successfully perform an academic skill while you are under handicapping conditions. The skill, of course, must be appropriate for the disability.

3. You will want to design a teaching-learning situation that will accurately portray real working relationships in hospitals, schools and clinics for special children. For each child you role-play, prepare a fictional biographical profile which answers such questions as age, grade level, nature of disability, personality traits, learning habits and any other information a teacher in a real situation would want to know about a child she is instructing. Your instructor or an institution working with special children may refer you to case studies which will help you to prepare a more realistic situation.

With your peer who will role-play the teacher, design instructional units appropriate to the characteristics you have outlined for each special child. For example, your peer-teacher will want to choose academic tasks which are suitable for the disabilities you have chosen to role-play. In addition, you will probably want to

become familiar with the methods and materials the teacher will use and discuss the broader educational perspectives for each task or academic skill to be taught.* For example, the teacher may plan to work with the child on color-matching, oral dictation, sound association, or object identification. In each case, you will want to know what the teacher's aims are in terms of what has preceded and what will come after the lesson, how the child will practice or apply what he will learn, and in what ways the exercise will serve the immediate or long-range educational and emotional needs of the learner.

Make sure that any objects or equipment used to simulate handicapping conditions are available for the role-play--e.g., a wheelchair, gloves and magnets, earplugs, etc.

4. You do not have to be a good actor to role-play effectively. In role-playing, the situation generally takes over and carries the participants along. Therefore, allow a reasonable amount of time for the role-play situation--do not set an exact time for ending your demonstration. Effective involvement and interaction between you and your peer may develop only after ten or fifteen minutes (or longer) of role-playing--that is, when you and your partner begin to feel relaxed in your roles and become interested and involved in the situation you are creating.

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* A possible source of information and equipment is Curriculum Consultation Service, Classroom Filmmaking Resources, 250 West 64th Street, New York, New York 10023.

5. Arrange for a group of peers and/or your instructor to observe your demonstrations. Your instructor may request that you videotape your activity. Present your peers with a copy of the Teaching Observation Guide, which begins on page 74. They will find this guide useful in providing feedback on your work and helping you to identify specific instances of empathic interaction.

6. Your report (written, oral, or videotaped) to your instructor should include an analysis of your perception of the empathic interaction which occurred during the role-plays. In particular, you will want to identify the feelings of both teacher and learner which influenced the teaching-learning situation.

7. After you have performed this activity, your instructor will assess your work and decide whether you should go on to Activity 2. If you have not fulfilled the requirements for this activity, your instructor will advise you on how to proceed.

Activity 2

This is the required activity in this element, and you may begin only after you have completed either Activity 1a or 1b. In this activity you will demonstrate the use of empathic ability in teaching an academic task to both (1)a special child (individually) and (2) a small group of special children (at least three all at one time). In both situations, each of the children must learn the task or skill you have taught.

With the approval of your instructor, you may want to take a team approach to this activity. In this case, you and a peer or peers may share information and experience in setting up this activity. In addition, you may want one of your peers to videotape your demonstration.

To successfully complete this activity, you will need to provide for your instructor a written or oral critical analysis of both the process and content of this activity. In this record, you will want to identify the affective interactions between you and the learner which influenced the teaching-learning process. If your instructor approves your work in this activity, you will be told to take the post-assessment for this element. If your work on this activity is not satisfactory, your instructor will give you further directions.

Here are some suggestions for the successful completion of this required activity. They have been numbered for your convenience.

1. If you are interested in having your demonstrations videotaped, consult your instructor for the name of a peer who will be working on Activity 1a of this element. You may want to share in making the arrangements for this activity with the peer who has selected 1a. If you take a team approach to this activity, you and a small group of peers may act as resource persons for each other in carrying out all aspects of this activity.

2. Consult your instructor for a list of special education facilities to choose from, or visit a health agency which can refer you to hospitals, schools, workshops, etc. that serve the handicapped or disabled child. Arrange for interviews with appropriate personnel at the facility where you will be teaching. With their assistance, select the children you will be working with during the teaching demonstrations. Confer with resource people at the institution for historical and clinical information which will help you understand the learning and emotional needs of each child. Discuss with the children's regular teachers the methods and materials they use in working with the children. You may want to spend some time observing and getting to know the children before you actually teach them.

You may or may not want to teach a skill which will fit in with the regular teacher's plans. In either case, you will want to know the broader educational perspectives for each task to be taught. You will want to know what has preceded and what will come after the lesson, how the child will practice or apply what he will learn, and in what way the exercise will serve the

immediate or long-range educational and emotional needs of the learner.

One important thing to remember is that depending on their physical and emotional characteristics, children with the same disability may be at different stages of development (i.e., their present abilities may vary).

3. If you are not working with a peer who will videotape your demonstrations, you will want to arrange for a peer or peers and/or your instructor to view your demonstrations. If your demonstrations are videotaped, arrange for a viewing for your peers and/or your instructor. Provide them with a copy of the Teaching Observation Guide, which begins on page 74. This guide will aid them in analyzing your teaching-learning demonstration.

4. Teach one academic skill to one child. Then in a different situation, teach one academic skill to a group of at least three children.

5. Conduct a feedback session with your peer(s) and/or your instructor who observed you either during your demonstration or on videotape. Encourage them to focus on objective, descriptive and specific instances of interaction during the teaching-learning process.

6. Provide your instructor with a written or oral (in a conference) analysis of this activity. Include in your discussion an evaluation of both the content and process of the demonstrations and an accurate description of the empathic interaction between you and the learners. In other words, you will want to identify the feelings you had as a teacher and your perception of children's feelings toward

you during the demonstration. Then explain how these feelings may have influenced the teaching-learning process.

7. Your instructor will assess your work and decide whether you should take the post-assessment for this element. If your work in Activity 2 has been less than satisfactory, your instructor will give you further directions on how to proceed. If you pass the post-assessment for this element, you can go on to the Post-Assessment for the entire module.

TEACHER OBSERVATION GUIDE

Before you observe a peer or a trained teacher working with special children, refer to the following actions and interactions which may or may not occur during the teaching-learning process. You might want to use these questions in your observation of the teaching demonstration, as well as in your analysis during a feedback session.

I. Expression

1. Does the teacher introduce concepts (especially new concepts) on the child's level and with appropriate attention to the feelings of the child?

2. Does the teacher use language which is too simple or obvious, or too complex and abstract?

3. Does the teacher express his or her own feelings in the teaching process--that is, make relationship statements?

4. Does the teacher reflect the feelings of the child or children?

5. Does the teacher lead: always, sometimes, never, only when necessary?

6. Is the teacher actively helpful when the child (or children) experiences difficulty? If so, how does the teacher demonstrate this helpfulness? Verbally, physically, nonverbally (gestures or facial expressions, etc.)?

7. Is the teacher flexible and non-insistent when the child is having difficulty with attention span or concentration? Is the teacher flexible and non-insistent when the child is experiencing a painful situation or an emotional or psychological trauma, etc.? (These two questions relate to whether the teacher is able to perceive the feelings of the child.)

8. Does the teacher actively listen to her or his own verbalizations and those of the child or children? (This question relates to whether the teacher makes constructive feedback.)

9. Does the teacher encourage and support the child? Does the teacher support and facilitate feelings (and the expression of feelings) of independence and competence in the child?

10. Does the teacher relate to the child's thinking during the process and conduct of the lesson?

II. Dimensions of Empathy

1. Does the teacher observe, express and check the accuracy of his or her perception of the teaching-learning process and utilize this perception in a positive way?

   [Example--Teacher: "I see you're having trouble with that. I suppose you feel upset because you can't do it, don't you?" (Teacher pauses for feedback, then says:) "I would feel that way, too. Let's try it another way together."]

2. Does the teacher pose questions in a positive manner and build upon previous foundations?

3. Whose feelings are expressed in the teacher's comments? Whose values are expressed? Whose attitudes are expressed? Are the comments part of the teaching-learning process or alien to it?

4. Is the focus of the teacher's comments on the disability or on the child? (How much of the time?)

In addition, look for specific behavioral manifestations of the teacher's attitudes and reactions to his or her own feelings and to the feelings of the child. Find two specific expressions (or manifestations) of 1) cognitive behavior, 2) affective behavior, and 3) psychomotor behavior.

Post-Assessment for Element III

Now that you have completed the optional and the required activities in this element, identify five teaching interactions you experienced during the teaching-learning situation with a special child. These interactions or behaviors should include evidence of the attitudes, abilities, and knowledges you demonstrated in successfully teaching the child an academic skill which she or he needed to learn.

You may give your answers to your instructor in writing, on tape, or in conference. You and your instructor together will then decide whether you have developed the competencies (attitudes, abilities, knowledges) necessary to teach special children. If your work in this post-assessment is satisfactory, you may take the Post-Assessment for the entire module. If not, your instructor may ask you to re-enter Element III.

If you have successfully completed the post-assessment for Element III, you are ready for the post-assessment for the entire module. Ask your instructor for a copy of it. Note that it has four parts. As you finish each one, go on to the next part.

When you have finished all four parts of the post-assessment, get Part II of your pre-assessment back from your instructor. Then evaluate Part II of the pre- and post- assessment yourself, using the guidelines on pages 42-49 of the post-assessment. Give Parts I, III, and IV to your instructor for scoring. Then meet with him for an evaluation of your performance on the entire post-assessment. This evaluation will determine whether or not you have successfully completed the module. If you have not, decide with your instructor what additional activities to complete; then take the post-assessment again. If you have, congratulations for a job well done.

Module: Ruderman, L., Interpersonal Perception

The field testing of this module has provided data about specific content or format that could profit from clarification, elaboration or revision. Module users may find the suggested refinements discussed below of assistance to them in the implementation of the module in particular instructional settings.

Users of this module rated it 'better' in terms of educational content, interest level and relevance to teaching. When asked to compare it to materials and teaching methods used in other education courses. The main difficulty found with the module by both students and instructors was the overwhelming work load it demanded. The refinements suggested below should assuage some of the difficulty.

Preliminary Experiences

Attitudes need to be confronted if the module is to have the desired impact. While the module (Element I) deals with the awareness of one's attitude in a particular interaction or situation, general prejudices need to be handled prior to this. It would appear that this can best be done by administering the attitudes scales (Pre-Assessment: Part II and Part III) scoring and/or profiling them and analyzing the scores. The preconceptions and misconceptions revealed by the students' performance could then be explored and dealt with in a large group discussion.

Pre-Assessment

The scope of the pre-assessment is too broad and yet incomplete. It deals at length with knowledges (Part IA and Part IB), prerequisites

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for those knowledges (Part IC and Part ID,) skills (Part IV) and attitudes (Part II and Part III). At the same time, it overlooks the assessment of the terminal objective of the module which is:

> "You will be able to use your awareness of yourself and of others to effectively teach academic skills to disabled or exceptional individuals."

It would be more efficient and effective if the prerequisite knowledges were part of a new knowledge element (see Element A below) and the attitudes scales were used prior to the introduction of the modules (see Preliminary Experiences above). It is recommended that the Pre-Assessment contain the following parts:

1. Part IA of the Pre-Assessment
2. Part IB of the Pre-Assessment
3. Part IV of the Pre-Assessment
4. Production of a videotape demonstrating the use of empathic ability in teaching an academic task to a small group of special children (for instructional use Activity 2 of Element III p. 70-73).

After completion of the pre-assessment the results should be discussed with the student and an entry point decided upon based on the following:

1. Entry Level I: If the student did not demonstrate adequate knowledge on Part IA or Part IB he should begin with Element A and complete all the activities.

2. Entry Level II: If the student demonstrated adequate knowledge on Part IA and Part IB, but did not demonstrate adequate skill on Part IV, he should begin with Element I and complete all the activities that follow.

3. Entry Level III: If the student demonstrated adequate knowledge on Parts II, III and IV but did not produce an adequate videotape and analysis of the activity (item 3 p. 72) he should begin the module with Element III and complete all the activities in this element.

4. If the student satisfactorily answered all of the revised Pre-Assessment questions he is exempt from the module.

Element A

This proposed new Element is intended to provide on an individual basis, the knowledge base needed to underpin the skill development. The instructor is free to provide as much or as little content and structure as is deemed necessary based on the results of the revised Pre-Assessment. The content of Part IC and Part II of the original Pre-Assessment may be needed by students lacking these specific prerequisites. A reading list can be drawn from the Bibliography on p. 15-16. A prompt discussion at the completion of the Element could provide for needed exchange of ideas and linkage to the concepts that are dealt with in the module.

Element I

Although there is a wide variety of experiences to draw from, time constraints or the need for extended teacher involvement or limited exposure to simulation conditions make some of the options less desirable choices. Analysis of the field test data has indicated the following:

1. Activity 2 was found to be unrealistic in terms of time involved. If used, the instructor should approve the event chosen.

2. Activity 2c is too unstructured and clinical in orientation. It requires a Socratic approach by the instructor to establish a meaningful learning experience consonant with the objective of the element.

3. Activity 3a also needs the intervention of an instructor to explore the deeper reasons for the reaction. The handicapping experiences of the 4 interviewees selected are representative of an unusually small percentage of the handicapped school population. Very few special education children have experienced a normal life prior to being handicapped.

The field test data suggest that the following linear sequence is the most effective:

Focus of Activity	Suggested Activity
Simulation	1
Structured Situation	2a*
Observing Reality	3b*

*It would be desirable to focus on school age children and to include one physical handicap, one emotional handicap and one mental handicap.

The post-assessment for Element I should be based on a structured situation (e.g. film, video-tape) provided by the instructor in order to insure a reliable and valid measure.

Element II

Again there is a richness of experience to draw from depending on the availability of the instructor and the needs of the students. As in Element I the field test data have indicated that some options are preferred over others. (See Element I for reasons). For this element, the field test data suggest that the following linear sequence is the most effective:

Focus of Activity	Suggested Activity
Simulation	1b
Structured Situation	2c*
Observing Reality	3**

*It would be desirable to focus on school age children and to include one physical handicap, one emotional handicap and one mental handicap.

**It would be preferable for the teacher to provide the tapes and interviews to insure a profitable learning experience.

Because the suggested linear sequence in this element parallels that of Element I, some instructor may choose to combine the elements and do the corresponding activities back-to-back attending first to one's own feelings in the situation and then with the same materials, focusing on the feelings of others.

Teachers will need to spend time elaborating on the Checklist of Psychomotor Reactions (P. 41). Students seem unable to identify patterns of interactions or behaviors before generalizing.

As in Element I, the post-assessment for Element II should be based on a structural situation (e.g. film, video-tape) provided by the instructor in order to insure a reliable and valid measure.

Element III

This element contains within it part of the post-assessment for the module (i.e. activity 2 of Element III) which should be removed. In order to allow sufficient practice for attaining the competency, it is suggested that there be two options for activity 1 of this element. The activities for the element should proceed as follows:

1. Activity 1b - Role plays with a peer

For this activity the teacher should approve the role plays chosen as well as the means for simulating handicaps. This task is particularly valuable for the teacher-learning interaction and should be required because it emphasizes perceptual areas of functioning.

2. Activity 1a - Videotape of a teaching situation

Since the first activity (1b) involved peers, it would be preferable to provide depth and objectivity by videotaping a teacher trainee or a skilled teacher who is working with disabled or handicapped children. Perhaps arrangements can be made with other faculty who are involved in observation and practice teaching.

If this activity is judged by the instructor to have been satisfactorily completed, the student should be permitted to exit from the element and take the Post-Assessment for the entire module.

Post-Assessment

Materials in the post-assessment provide a measure of student growth in the prerequisite skills needed to take the module and some measure of empathic ability but do not directly assess the terminal objective of the module.

It is recommended that for the post-assessment a student needs to produce a videotape demonstrating the use of empathic ability in teaching an academic task to a small group of special children (for instructions see Activity 2 of Element III, p. 70-73).